DOCUMENT RESUME

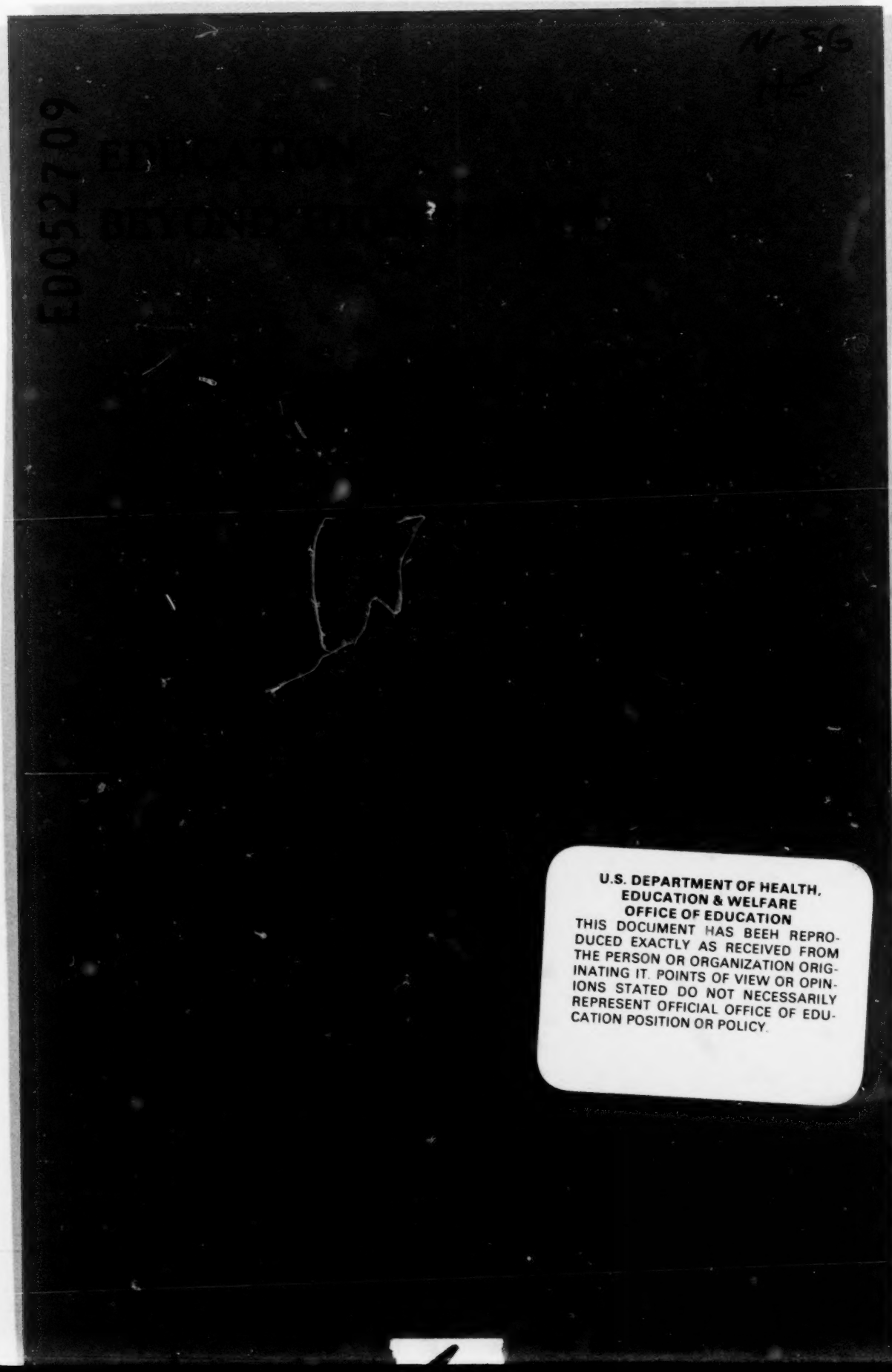
ED 052 709 HE 002 337

TITLE	Education Beyond High School. The Regents Planning Bulletin Concerning the Regents Statewide Plan for the Development of Higher Education, 1972 of the Regents of The University of the State of New York.
INSTITUTION	New York State Education Dept., Albany.
PUB DATE	Apr 71
NOTE	40p.
EDRS PRICE	EDRS Price MF-$0.65 HC-$3.29
DESCRIPTORS	Community Involvement, Equal Education, *Higher Education, *Objectives, *Planning, Social Responsibility, *State Universities, *Statewide Planning
IDENTIFIERS	*New York State

ABSTRACT

This planning bulletin presents the goals and priorities that the New York State University Regents consider to be the major statewide concerns for post-secondary education in the years ahead, and it is intended to be a guide for the development of the 1972 master plan by the State's institutions of higher education. Part I of the bulletin sets forth a statement of purpose and goals for higher education into the 1980's. The goals include: (1) equalization of educational opportunities; (2) the creation of a comprehensive system of higher education; (3) excellence in the pursuit of knowledge; (4) meeting the educational needs of society; and (5) having a system that is responsive to community needs. Part II identifies and describes priority concerns as seen by the Regents; these include: the provision of higher education for all age groups; open admissions; a relevant curriculum; effective teacher education; the economics and financing of higher education; financial aid to students; mobility in the educational continuum; governance; and the development of complementary institutional relationships. Part III explains the statewide planning process. The bulletin concludes with a bibliography of materials concerning the current status and role of higher education in society. (AF)

ED052709



U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEH REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

THE UNIVERSITY OF THE STATE OF NEW YORK

Regents of the University *(with years when terms expire)*

1984 JOSEPH W. MCGOVERN, A.B., LL.B., L.H.D., LL.D., D.C.L.,
Chancellor - - - - - - - - - - - - - - - - - - New York

1985 EVERETT J. PENNY, B.C.S., D.C.S.,
Vice Chancellor - - - - - - - - - - - - - - - - White Plains

1978 ALEXANDER J. ALLAN, JR., LL.D., Litt.D. - - - - - - - - Troy

1973 CHARLES W. MILLARD, JR., A.B., LL.D., L.H.D. - - - - - - Buffalo

1972 CARL H. PFORZHEIMER, JR., A.B., M.B.A., D.C.S., H.H.D. - Purchase

1975 EDWARD M. M. WARBURG, B.S., L.H.D. - - - - - - - - - New York

1977 JOSEPH T. KING, LL.B. - - - - - - - - - - - - - - - Queens

1974 JOSEPH C. INDELICATO, M.D. - - - - - - - - - - - - Brooklyn

1976 MRS. HELEN B. POWER, A.B., Litt.D., L.H.D., LL.D. - - - Rochester

1979 FRANCIS W. MCGINLEY, B.S., LL.B., LL.D. - - - - - - - Glens Falls

1980 MAX J. RUBIN, LL.B., L.H.D. - - - - - - - - - - - - New York

1986 KENNETH B. CLARK, A.B., M.S., Ph.D., Litt.D. - - - - - - Hastings on Hudson

1982 STEPHEN K. BAILEY, A.B., B.A., M.A., Ph.D., LL.D. - - - Syracuse

1983 HAROLD E. NEWCOMB, B.A. - - - - - - - - - - - - - Owego

1981 THEODORE M. BLACK, A.B. - - - - - - - - - - - - - Sands Point

President of the University and Commissioner of Education
EWALD B. NYQUIST

Executive Deputy Commissioner of Education
GORDON M. AMBACH

Associate Commissioner for Higher Education
ALBERT H. BERRIAN

Assistant Commissioner for Higher Education Planning
ROBERT H. MCCAMBRIDGE

Director of Higher Education Planning
WILLIAM N. SMITH

FOREWORD

The Regents 1972 Planning Bulletin sets the framework within which the three sectors of higher education — State University, City University, and the private institutions — are requested to formulate their respective plans for future development. The Planning Bulletin gives the goals and priorities that the Regents consider to be the major statewide concerns for post-secondary education in the years ahead. Institutions developing master plans to be submitted for review by the Regents for possible incorporation into the Regents 1972 Statewide Plan should address themselves to these concerns.

This planning document represents the combined efforts of many groups: educators, local and state government officials, special interest groups, students, and New York citizens at large. It is subject to continuous review, and I invite everyone who reads this document to feel free to make suggestions for its improvement to me and my staff. Your continued help is needed for the formulation of a realistic and workable plan within which education beyond high school will be encouraged to develop and grow in the decade ahead.

Ewald B. Nyquist

President of the University and
Commissioner of Education

THE COMMISSIONER'S ADVISORY COMMITTEE ON THE 1972 STATEWIDE PLAN FOR HIGHER EDUCATION

Mrs. George J. Ames	Rye
Gordon E. Brown	New York
Merton W. Ertell	Albany
Frederick O'R. Hayes	New York
Ernest Hilton	New York
Seymour C. Hyman	New York
George E. Munschauer	Buffalo
Robert L. Payton	Greenvale
Bonnee Scott	Garden City
John Chandler	Clinton
Harvey C. Russell	Purchase
Mrs. Oscar Willett	Albany

TASK FORCES ON THE 1972 PLANNING BULLETIN

Goals

Paul Burke
City College
John Chandler
Hamilton College
Merton Ertell
State University of New York
Rogers Finch
Rensselaer Polytechnic Institute
Seymour Hyman
City University of New York

Students and Programs

James Hall
State University of New York
Salvatore Luiso
Hofstra University
Father Edward Maloney
Canisius College
Joseph Mang
City University of New York
Robert Spencer
State University of New York

Resources: Faculty, Facilities, Finance

Mort Gassman
State University of New York
John Kirkpatrick
College Entrance Examination Board
Thomas McGoey
Columbia University
Harry Spindler
State University of New York

Research/Community Service

Leon Goldstein
City University of New York
Martin Lichterman
Union College
David Owen
State University of New York
Robert Wright
State University of New York

Manpower

Anthony Knerr
City University of New York
George Knerr
Pace College
James Smoot
State University of New York

Project Director ..... Robert H. McCambridge

Project Consultant ..... Robert Berdahl, State University of New York at Buffalo

Staff Director ..... William N. Smith

Planning Staff ..... William Fuller, Richard Hodges, Donald Martin, Norman Mercer, Donald Nutter, Vernon Ozarow, Warner Rice, Thomas Shea, Helen Wolfe

Consultants ..... Paul Burke
City College
Rogers Finch
Rensselaer Polytechnic Institute
John Kirkpatrick
College Entrance Examination Board

TABLE OF CONTENTS

	PAGE
FOREWORD	iii
INTRODUCTION	1
I. HIGHER EDUCATION PURPOSES AND GOALS	3
A. Purposes	3
B. Goals	3
1. Equalization of Educational Opportunities	3
2. A Comprehensive System of Higher Education	3
3. Excellence in the Pursuit of Knowledge	4
4. Meeting the Educational Needs of Society	4
5. A System Responsive to Community Needs	5
C. Resources	6
II. PRIORITY CONCERNS	7
1. Higher Education as a Lifelong Opportunity	7
2. Humanistic Values in a Changing Society	8
a. Open Admissions	8
b. Curriculum Relevancy	8
c. Teacher Education	9
3. Economics and Financing of Higher Education	10
4. Financial Aid to Students	11
5. Vertical and Lateral Mobility in the Educational Continuum	12
6. The Governance of Higher Education	13
7. Development of Complementary Institutional Relationships	14
8. Delivery Systems for the Teaching/Learning Process	15
a. The External Degree	15
b. Technological Aids and Devices	16
c. The Role of the Library	16
9. The Role of Research	17
10. Manpower Shortages and Surpluses	18
11. Special Community Services for Higher Education Institutions	19
III. THE STATEWIDE PLANNING PROCESS	21
BIBLIOGRAPHY	25

PLANNING BULLETIN, 1972:
Higher Education

Introduction

The Regents, at this time, wish to make known to the institutions of higher education what they consider to be the major issues of concern to higher education in the years ahead. These issues, as set forth in this bulletin, are intended to guide institutions as they plan higher educational experiences for persons who are high school graduates (or those possessing equivalent experience) and those who have further education.

Although the emphasis of this bulletin is on planning in higher education, the Regents urge other agencies engaged in education beyond the high school to respond to the concerns expressed here. Proprietary institutions, trade and technical institutes, sponsors of apprenticeship programs, and similar organizations, as well as collegiate-type institutions are urged to involve themselves in the development of the Regents 1972 Statewide Plan because the education of the citizens of the State is a continuous process, ranging from prekindergarten through post-doctoral studies. The participation of agencies not engaged in formal instructional programs such as libraries, museums, historical societies, and others, will be particularly welcomed. All elements affecting post-secondary education must be recognized at their true value and be included in the development of a statewide plan.

The issuance of this bulletin is in keeping with the education law which requires the Regents, every 4 years, to formulate a Statewide Plan for the Expansion and Development of Higher Education, incorporating the master plans of the State and City Universities. The law also requires that the Regents take into consideration, as they formulate their plan, " . . . that historical development of higher education in the State which has been accomplished through the establishment and encouragement of private institutions." Furthermore, the legislation authorizing State aid for certain nonpublic institutions of higher learning requires that each institution applying for aid submit to the Commissioner of Education its " present and contemplated future programs, curricula and facilities . . . its long-range plans, and its progress in implementing such plans." This bulletin is also a request to each private college and university which is a member of the Commission on Independent Colleges and Universities to de-

velop and submit a master plan to that organization. Private institutions which do not belong to the Commission, as well as other post-secondary educational agencies desiring to be included in the planning process, should submit their plans to the Commissioner of Education. These plans, after consolidation and transmission to the Regents, will be reviewed, analyzed, and incorporated into the Regents 1972 Statewide Plan.

This 1972 planning bulletin is the guide for the development of 1972 master plan development by all institutions of higher education. Every educational agency is encouraged to respond to the concerns expressed.

Definition of Terms Used

The Regents have set their planning framework for the development of the 1972 Statewide Plan to go from the general to the specific. For that reason, descriptions of the terms " purpose," " goals," and " objectives," as they are used in this document, are provided.

The purposes of higher education presented herein express the enduring aspirations of society and provide the departure point for the goals. The goals state desirable conditions that are sought. They are couched in broad, qualitative terms, identifying functional areas of interest. It is recognized that goals may be only partially attainable; that they may exceed our society's ability to reach them; and that, at any given time, they may have to be limited or deferred.

Objectives are specific ends to be achieved in the functional area of the goal which each is designed to support. The Statewide Plan which will be developed over the next 18 months, based on this planning bulletin, will recommend the adoption of certain objectives for higher education to the Governor.

In the Planning Bulletin only the purpose and goals of higher education are presented. The objectives will be presented in the 1972 Plan along with recommended courses of action.

Organization of the 1972 Planning Bulletin

Part I of this bulletin sets forth a statement of purpose and goals for higher education into the 1980's; part II identifies and describes priority concerns of higher education as seen by the Regents; and part III explains the statewide planning process. The bulletin concludes with a bibliography of materials concerning the current status and role of higher education in society, along with statistical references that describe significant features of the higher education community, the economy, and the population.

Part I HIGHER EDUCATION
PURPOSES AND GOALS

A. PURPOSES

To provide lifelong higher and professional educational opportunities and programs for all those in the State wishing to pursue them.

To meet the needs of society for an educated citizenry, for trained personnel, and for research and community services.

B. GOALS

1. Equilization of Educational Opportunities

An equalized opportunity for entry into higher education for all those who are high school graduates or those possessing equivalent experience.

Rationale

Equality of opportunity has been a basic principle of this nation from its inception and, over the years, enacted legislation and changed social values have clarified the concept of equality. Former barriers to equal access to higher education such as those of creed, race, sex, or national origin are rapidly disappearing. The major remaining barrier is economic, i.e., the lack of sufficient means to obtain higher education.

The principal problem in eliminating this barrier is the diversity of views regarding the financing of higher education. At one end of the spectrum are those who hold that education beyond high school should be pursued at the individual's own expense. Those in the middle propose a formula based on the ability to pay. At the other end are those who hold that higher education should be available to all to the extent that an individual may be capable of profiting from it.

2. A Comprehensive System of Higher Education

A range of higher education institutions and agencies sufficient in number and diversity to provide the levels, types, and quality of academic and professional programs which will meet the requirements of those who wish to participate in such programs.

Rationale

The range of programs necessary to satisfy the aspirations of many people must of necessity be exceedingly broad. There must be the opportunity for high school graduates (or those possessing equivalent experience) to pursue collegiate and higher continuing education programs to the limits of their capacities and their motivations to learn. This means, therefore, that the State must have available a system of higher education that will allow individual choices. The system must also provide for easy vertical and lateral mobility among and within different categories of post-secondary educational opportunities. The opportunity for education should be available throughout the adult life of each individual. Learning needs continue, and the availability of programs to meet these needs should coincide with those continuing requirements.

3. **Excellence in the Pursuit of Knowledge**

A higher educational system that supports an atmosphere of inquiry conducive to the systematic search for knowledge and a quality of achievement of the highest caliber in whatever area studied.

Rationale

During the past decade, with the massive expansion of numbers in higher education, many have expressed concern that there has been a deterioration in the quality of programs, a weakening of the educational process, and a dilution of the significance of the degrees. Quantity need not create such conditions, and it is for this reason that a rededication to excellence is essential. Inherent in all activities of higher education should be a devotion to the best in every program. For the individual this means that whether his program be advanced academic, or short-term vocational in nature, the system has done less than its duty if it has not attempted to bring him to his maximum level of development. But more than individual achievement is required. Both student and teacher must constantly strive to push back limits, to search for new knowledge, for new understanding, in order that the learning process not stagnate.

4. **Meeting the Educational Needs of Society**

A meshing of the students' aspirations and abilities for higher education, the availability of academic and professional programs, and the needs of society as manifested by career opportunities.

Rationale

Any educational system is created to preserve, extend, and impart, even while it constantly appraises, the values of the society that created it. Society makes clear in many ways the careers, professions, skills, and technologies that it particularly values and rewards. It is important that a system of higher education provide opportunities for students to choose and pursue studies necessary to qualify them to enter into and succeed in those vocations, occupations, and professions necessary to perpetuate and rejuvenate the social order. This does not imply that individual educational desires are secondary in a free society. It does mean that the manpower needs of a free society must be considered and met. Manpower demands vary, frequently with startling rapidity, in the post-industrial society. The educational system that can provide immediate, short-term programs to meet particular, suddenly arising needs must always devote itself primarily to the basic principles, skills, knowledge, and understanding that underlie eventual job success and that will bring the individual to the highest level of self-realization.

5. A System Responsive to Community Needs

An integration of the capabilities of higher education with the needs and aspirations of the communities in which the particular institution exists.

Rationale

For many years, the traditional role of the university has been defined as " instruction, research, and extension of public service." The role of post-secondary education in public service has long been debated and a variety of conclusions reached. Institutions have been committed to conduct research that meets national needs and to offer various types of specialized instruction and counseling in their own communities. With the newer types of institutions — community colleges, urban centers, cooperative college centers, etc. — a greater dedication to, and involvement in, the community is called for, with a defined role for each institution. However, in fulfilling this commitment, institutions of higher education should exercise great care about the extent to which they become the agents of direct social change. They may serve as forums to discuss the desirability of change, but their instructional and research functions are paramount

and should not be jeopardized in the quest for relevance. The results of their teaching and research may properly be applied by those agents charged with community development and operation.

C. **RESOURCES**

Constant effort must be expended if the goals defined above are to be approached. In order to have post-secondary education available to all, to provide a system sufficiently diverse and rich to match the desires of those who wish to use it, to educate and train individuals for economic and social well being, to strive for excellence of performance and the extension of knowledge, and to use institutional capabilities for community improvement, society must provide adequate manpower, facilities, and fiscal resources. Individuals must contribute energy, time, and funds (through taxes and donations), and must commit themselves to the ideal of the system as described if they are to realize the benefits of higher education. The system will not serve the best interests of the individual and of society unless such support is provided.

Conversely, the institutions are responsible for ensuring that, once such support has been extended, it is expended with the most sensitive regard for efficiency and economy. Coordination must be exercised through the planning process to make certain that only those new institutions and new programs for which there is a carefully demonstrated need are established, and that existing institutions and programs will be operated with a goal of continual improvement of managerial effectiveness.

Part II PRIORITY CONCERNS

The Regents have identified 11 concerns to which all institutions of higher education are requested to address themselves in preparing their plans in accordance with their own objectives, traditions, and resources. These may not be the issues of greatest concern to a given college, but are the concerns which, in the aggregate, are of the greatest importance to the statewide system. The concerns are not ranked in priority order, but are generally arranged to relate to the goals for higher education.

1. HIGHER EDUCATION AS A LIFELONG OPPORTUNITY

Education is an activity limited by neither time nor achievement. This means that age does not determine the time when a person needs to be admitted to a higher institution, either in terms of pursuing a formal degree or of studying a certain subject or several subjects. In the future a more diverse population will be seeking the services of higher education. It may include the professional who must keep abreast of developments in his field, the housewife who may wish certain courses for her own satisfaction, or the businessman who would like to broaden his background in his occupation or in allied fields. At various times in the life of the individual, the demand for such opportunities will be made upon our colleges and universities. Perhaps none of the persons cited in the examples may be interested in a degree; nevertheless, they must be planned for with as much care as any full-time degree candidate. Education is not, and never can be, a terminal activity.

All higher education institutions are requested to consider, consistent with their own goals and objectives, their admission and readmission policies to provide opportunities for as many citizens as may require their services. These opportunities should be provided whether citizens intend to pursue a single course of study or several courses of study, regardless of whether previous academic work was taken at the institution offering the courses or at another institution, regardless of the time interval since the candidate last engaged in formal study, and regardless of the goal of the individual.

The Regents request that institutions plan their programs so that the needs of the entire mature population will be accommodated within The University of the State of New York.

2. HUMANISTIC VALUES IN A CHANGING SOCIETY

There is every indication that the shape of American society and the general attitudes toward this society will be different in 1980 than in 1972. The futuristics of education foretell the need for re-examining the knowledges, the attitudes, the skills, the principles, and the facts which we have so long taught. They foretell the need for rededicating the educational process to the development of humanistic values in citizens. The changes in the boundaries of the world in which we live and the new social demands for educational relevancy all dictate that a careful reexamination be made of the goals, the models, the methods, and techniques we use. In order to achieve these humanistic values, the Regents perceive the need to reexamine all curricula to ensure their relevance to the social conditions of the times, to increase educational opportunities for a larger number of post-secondary students, and to prepare educational workers equipped with the disposition, attitudes, and skills necessary to effectuate the behavioral changes desired.

a. **Open Admissions**

In order to reach the greatest number of people at the optimal time, the policy of Open Admissions — which represents the opportunity for a high school graduate to pursue, immediately after graduation, some form of post-secondary education if he chooses — has been adopted. The Regents reiteration of this concern is intended to ensure that there is a total range of educational opportunities for all high school graduates who can profit from and who desire additional educational experiences. The response to this concern may well call for a reexamination of criteria for admissions, as well as the reexamination of curricular offerings urged above.

The Regents urge all institutions to reexamine and clearly describe their admissions' practices in terms of both the institution's own goals and objectives and their relevance to social and individual needs.

b. **Curriculum Relevancy**

The very objectives and content of the curriculum must be re-evaluated. After this reexamination, new modes of teaching must be developed, modes that are more relevant to the life-style of those who live in this dynamic and ever-changing social order. This de-

mand for change in the educational process results from the onrush of change that is taking place today all over the world. All must find a way to live in and adjust comfortably to this world of change; all must be guided in these experiences; and all must establish a lifestyle compatible with the social order in which we live.

The demand for curriculum change, of course, is found first in the societal conditions that emerge; second, in the challenges that are made regarding the worthwhileness of the educational patterns being used; and, third, in the tools available as a result of new technology. Colleges and universities must themselves become microcosms of the world they wish to create. They must provide relevant learning experiences, and they must test new approaches to teaching and learning.

c. Teacher Education

The content of a post-secondary student's study becomes shaped, in part, by the goals he seeks whether they be occupational or personal. His program of study becomes effective to the degree that the curriculum, formal or informal, is relevant to his goals. While it is appropriate to comment on the formal curricular elements in teacher education, it is equally important to note that the total experience of the prospective teacher be supplemented and complemented by direct experiences such as tutorial assignments, internships, camp counseling, or other activities. Formal professional study should provide the rational base for understanding the life of teaching and learning. Without significant and critical field experience, however, such formal study is insufficient.

In the evaluation and preparation of teachers, the Regents expect programs to be competency-based and field-centered. Programs should identify functions to be performed by teachers in particular field settings, behaviors acceptable as evidence of the ability of the teachers to perform, and indicators that the teacher education program leads to such ability. Varying forms of the field-centered approach can be anticipated but local school and community involvement with higher institutions in planning, implementing, and evaluating is a minimum expectation.

The Regents, therefore, expect all institutions to develop their programs for teacher education with a field-centered and competency-based orientation.

3. ECONOMICS AND FINANCING OF HIGHER EDUCATION

Higher education is a major economic factor in the State, both as a consumer and as a producer. While there is little dispute about its being a large consumer, today many argue that it is too large, consuming more of the resources of the State than it is returning. For years it has been accepted that higher education has been the basis for the economic development of the nation, and has been the means for the economic self-improvement of individuals. Now both these accepted beliefs are being challenged. To meet these challenges, it is the responsibility of the Regents to ensure that higher education be able to identify and measure its product. Through concerted effort, quantifiable measures of the output of higher education must be developed and used to assess objectively the results of expenditures made.

The Regents are pursuing their efforts to develop a planning information system that will be capable of providing such measures. These efforts involve the cooperation of other State agencies and require the institutions involved to make careful adjustments of their management practices, including stricter budgeting procedures and long-range fiscal planning.

In order for institutions to engage in long-range fiscal planning, consideration must be given to the existing methods of financing higher education and to possible alternatives. The community colleges and the City University now are financed by tuition and a combination of State and local tax levy funds. The State University depends on State funds; and the nonsectarian private institutions are funded through varying combinations of tuition, gifts, grants, endowment income, and State funds in the form of unrestricted aid for operating expenses and categorical aid for particular programs. The sectarian institutions have the same sources of income except for the unrestricted State funds. The problems of the above methods are well known to all: local taxes are at levels which are leading to taxpayer revolts; New York State taxes are already the highest in the country; tuition charges are escalating to a point which soon only the most affluent will be able to bear; and philanthropic sources have been adversely affected by recent economic conditions. In addition to better management practices to utilize existing funds more effectively, all concerned with the financing of higher education — elected officials, institutional governing boards and managers, faculty, students and their parents, taxpayers — must consider alternative modes

of financing. Among other possibilities are increased Federal funding, particularly through student aid programs and revenue sharing; raising tuition to cover full costs concomitant with greatly increased State student financial aid; and granting both tax exemptions for college expenses and tax credits for gifts.

The concern expressed in previous reports by the Regents about the financial condition of colleges and universities has reached the point where it must be considered a potential crisis. Studies in New York State, reports of the Carnegie Commission, and the investigation of the American Association of Colleges all point to a worsening financial condition in both public and private institutions of the nation with many private institutions in particularly difficult straits.

The Regents, therefore, wish to call to the attention of the institutions of the State the utmost importance of their conducting detailed investigations of their financial strengths and weaknesses, developing plans to meet financial problems, and weighing possible developments against anticipated resources.

4. FINANCIAL AID TO STUDENTS

The Regents have adopted a policy that no student should be denied access to higher education at an institution of his choice solely on the basis of his financial condition. Further, they believe that any person should be able to pursue studies of a post-secondary nature so long as he is able to profit from them. Such a statement has far-reaching implications for a student financial aid policy. The concepts set forth in *Freedom to Pursue a College Education* form the basis for the Regents program. The schedules for need established in 1967 require reexamination now. There must be a new look at the concept of foregone income in the case of students from extreme poverty backgrounds. The needs of part-time students must be recognized, as well as those of full-time students, and provision made for assistance to them. Also, the implications of the recent enfranchisement of 18-year-olds must be considered in relation to welfare programs. This enfranchisement will require a careful examination of the entire concept of welfare as related to withdrawal from the work force, higher education, and the rights of individuals to any of these.

The Regents, therefore, urge all institutions to make basic examinations of their scholarship policies, particularly the use of non-

restricted funds for student aid purposes and, in light of the changing social climate, to suggest to the Regents the most appropriate forms for student aid.

5. VERTICAL AND LATERAL MOBILITY IN THE EDUCATIONAL CONTINUUM

The educational continuum provides for a smooth, upward flow until the completion of high school. Transition from one level to the next is comparatively simple until the student enters a post-secondary institution. At that point, institutions taking a heterogeneous freshman class must be prepared to ease the shock of entry. Screening devices that will place the student at the proper academic level must be employed. True recognition must be given not only to what a particular student may not know, a problem requiring remedial help, but also to what he may know, a situation requiring a liberal advanced placement policy. Besides the academic dislocation experienced at this point, many students are having their first freedom from home. The adaption to a new life-style can augment the academic adjustments and should be taken into account. This is not to say that institutions should adopt a rigid stance, *in loco parentis,* but that they should take account of individual needs.

In addition to the problems of the new freshman, a broader population must be considered. The older student (of advanced standing, of delayed entry, or returning for continuing work) must be served. In a rapidly changing society, the occupational objectives of a student may not remain fixed as he progresses through the educational program. Thus, greater flexibility in moving from one specialization to another must be afforded by institutions if they are to be responsive to the needs of students. Such a policy will no doubt involve changes regarding the completion of certain course offerings, but this can be accomplished with an improvement in the educational program. Because many students, particularly 2-year college students, reassess their educational plans after receipt of a degree, higher institutions must be willing to consider students for advanced degree programs after a lapse of time, and with an appreciation for both previous formal schooling and experience gained through other paths. Higher education institutions are urged to be flexible when evaluating academic work completed at other post-secondary institutions, such as proprietary and trade schools. Many programs of these types exist

in this State, and recognition should be granted them. A review of performance and experience may prove more useful in this regard than a review of academic records.

The Regents urge all institutions to examine their admissions policies, potential student body, and curricula in order to obtain the best educational program for each individual. They are concerned that students and institutions match each others expectations and aspirations. Through conscious planning, careful description, and close working relationship with its feeder schools, the institution can make its aspirations known to the student. In order that the Regents may be assured that a full range of opportunities will be available, they request that all institutions inform them of their plans for the numbers of students to be admitted annually to 1980, and of the criteria to be used in their selection.

6. THE GOVERNANCE OF HIGHER EDUCATION

The governance of higher education is a major issue because it is through the governing board that the basic purpose, goals, and objectives of an institution are determined. Only when institutional governance and management are operating soundly may the Regents be satisfied that the total educational resources of the State are available for use. In addition, the wave of unrest that swept over the college campuses in the late sixties raised questions concerning governance at both the institutional and statewide levels.

The two principal questions are: (1) how will higher education be governed? and (2) by whom will it be governed?

It is obvious that no single answer to either question will be applicable to all New York institutions of higher learning because of their diversity. The private institutions have different problems than do the public, but the internal relations of faculty, students, and administration are essentially the same on any campus. Therefore, the inclusion of a statement on governance in the responses made by the institutions to the Planning Bulletin will provide a fund of information that will aid all institutions as they develop methods and procedures for the more effective governance of their institutions.

The issue of rights and responsibilities as determined through power-sharing is a major part of the governance issue. The increasing activity of faculty members in the area of collective bargaining is a case in point. The right to bargain collectively for salaries, working

conditions, and fringe benefits will have new and unprecedented impacts on institutional governing policies and financing, and must be planned for with great care.

Because any successful form of governance is based on the art of compromise, it is necessary that mechanisms be created to encourage communication among and between the various groups that make up the campus community. Here, the governance issues of academic freedom, tenure, and the meaning of enfranchisement of students at 18 could be discussed and debated by faculty, administrators, students, and the lay public.

The Regents request that all institutions carefully and dispassionately examine the nature of their present structure and deliberately plan for any changes required to carry out their institutional purposes. This is a most delicate and difficult planning exercise, but it is also most important.

7. DEVELOPMENT OF COMPLEMENTARY INSTITUTIONAL RELATIONSHIPS

The University of the State of New York comprises the total formal educational structure of the State. The legislated participation in the planning process of the institutions of higher education presupposes cooperative endeavor. The concept of a statewide plan for higher education requires that institutions cooperate in order that the Regents policies may be implemented.

Interinstitutional cooperation takes place at many levels. It occurs when institutions accept transfer credit for courses, exchange students, jointly appoint faculty, and integrate procurement and purchasing functions. All such arrangements, when they contribute to the effectiveness of the institution, are desirable. It is not suggested that cooperation is an easy way to effect economies. There usually are expenses connected with interinstitutional ventures, expenses which show little return for long periods of time. The Regents believe, however, that more effective educational practices may be achieved through cooperative efforts.

The Regents concern in this area is that there is not enough of a conscious search for ways to cooperate more effectively. Any time an institution thinks of doing something new, it is essential that it do so with regard for other colleges and universities. From this concern should come such questions as: With whom can we do this?; Who

can help us, and whom can we help?; Can we, together, do this more effectively? Regional relations among institutions may take on increased importance, and institutions should consider the programs and relationships that would enrich their educational offerings. This is especially important in the introduction of new programs. An extension beyond the regional grouping is also suggested for institutions offering professional programs, so that these programs may be duplicated only with the full knowledge of all concerned.

The Regents request that all institutions consider such possibilities as they formulate their plans. The Regents stand ready to assist and advise in cooperative ventures and hope to entertain far-reaching proposals affecting the very structure of the existing system.

8. DELIVERY SYSTEMS FOR THE TEACHING/LEARNING PROCESS

The Regents concern in this area is twofold: one, that increased recognition be given to individual differences, and two, that greater utilization be made of the technological aids and devices in the instructional process. This concern is based on the knowledge that one of the major changes in higher education will be in the increased diversity of the student body. The diversity will be evident in a number of areas — in the type and level of preparation and in the abilities and skills to pursue the desired program. To provide an opportunity for success, rather than the mere opportunity to try, individualized programs and flexible, meaningful measures of achievement must be developed. These, in turn, may call for a reconstructing of traditional patterns of attendance which, depending upon the particular situation, could result in a shortening or lengthening of the time involved. In essence, this should be considered the elimination of the lockstep for all students.

a. The External Degree

The external degree that has been proposed by the Regents represents a recognition of the possibilities for noncampus study. Combinations of independent study, work experience, access to library resources, talk-back television, and other remote instructional devices present prospects for the further development of this concept. Among other possibilities to be investigated here are tailored programs that will permit a student to complete his baccalaureate studies in as few

or as many years as may be appropriate. In addition, the Regents will welcome suggestions for restructuring graduate and professional programs.

b. **Technological Aids and Devices**

In order to achieve such diversified programs, the Regents have urged all institutions to experiment boldly with new procedures and technological devices designed to assist in the teaching skill learning process, and especially with those devices that may provide greater opportunities for individualized instruction and study. It is essential that this perspective on the role of technology in education be continued and expanded. Equipment must be adapted and/or developed for application to accepted instructional purposes, and not vice versa.

The Regents recognize that past applications of equipment to education have not always lived up to expectations. Research and experience indicate that certain preconditions must exist before technology can be used effectively and economically. First, institutions must be able to relate these systems to accepted educational goals and, more specifically, to the instructional objectives of particular courses and disciplines. Second, potential users must have the capacity to purchase and/or produce the materials (" software ") required to meet their objectives. Most important, the institutions must have available personnel who have been prepared in methods of relating technology to teaching and learning. Personnel must be able to acquire needed program materials, to develop specifications for equipment and facilities, and to evaluate the impact of the entire operation.

c. **The Role of the Library**

The effective use of instructional technology for individualized instruction calls for an information retrieval and dissemination system that goes far beyond the traditional concept of a library. The library is no longer a mere depository of books; it has become a total learning environment in which print, sound, and image merge into sources of information for study and research. Further, it is a basic policy of the Regents that every library should be an active member of the Reference and Research Library Resources Program, which facilitates the exchange of materials through interlibrary loans. The library should have the capability to store, retrieve, and deliver all its media to other libraries and to individuals located at a distance from the physical facility itself.

The blending of the demands for individual programs and the expanded role of the library raises certain requirements for planning for future libraries. Facilities, in addition to having stack space, reader positions, and administrative areas, must be designed for easy addition of electronic circuitry for communications, computerized retrieval systems, and production facilities.

The Regents request that all institutions plan for wider opportunities for individual learning, for the effective use of new instructional technologies, and for an availability of resources to all in the instructional process. They will welcome the suggestions and proposals of the institutions.

9. THE ROLE OF RESEARCH

A number of important questions surround the general issue of the role of research in higher education. Naturally, not all institutions are involved in research programs to the same extent as others. Even where a strong commitment to the research function has been made, areas of specialization should be stressed in contrast to across-the-board research. To the degree that they are pertinent, the following questions should be considered by institutions in developing their research policies:

What priority should be given to the conduct of research in relation to the other main functions, i.e., teaching and public service? This question becomes a particularly sensitive one given the view advanced by some that colleges and universities have encouraged, or allowed, faculty to pursue research to the detriment of teaching. The question of the proper priority for research directly involves the resources that colleges and universities plan to devote to its support. However, it also involves the structure of incentives through which faculty activity can be influenced, because the degree to which research activities are taken into account in making decisions on tenure, promotion, and salary is bound to affect the amount of research activity on a campus.

How should colleges and universities respond to the current feeling that they ought to engage in more "socially relevant" research? Demands for such research come especially from those outside the universities, including governmental officials and legislators, as well as from some students and faculty. In many cases, such demands represent specific positions; e.g., that defense-related research be

replaced by research related to domestic problems such as environmental decay and urban unrest. At issue here also are the relative priorities for basic and applied research, the problems of avoiding the distortion of research activities as a result of heavy dependence on outside sources in the form of sponsored research, and the relative underfunding of other disciplines.

What general policies should colleges and universities adopt with respect to sponsored research? For example, should they welcome sponsored research of all kinds from whatever source of support, or only sponsored research that meets certain criteria related to " worthiness of purpose "?

The Regents request that all institutions examine their policies on research and report in their plans on the role assigned to the research function as well as on the sources and magnitude of support anticipated for such activities. In addition, institutions are urged to study more carefully ways in which research experience may be increasingly integrated with instruction at the undergraduate level. A rapprochement of research and instruction would do much to enhance the quality of instruction at all levels of higher education. Therefore, the Regents urge that research policies be delineated carefully and implemented with as much care as the actual experiments or investigations of a particular project.

10. MANPOWER SHORTAGES AND SURPLUSES

The needs of society have always been a major consideration in the establishment of an educational program. Historically, the first institutions in this country were founded to train young men for the ministry and for teaching. The development of the land-grant colleges can be traced to a social need, as can the state university systems that have appeared more recently.

The Regents do not believe that the manpower needs of society should become the major concern of higher institutions. They emphasize, however, that higher institutions have a responsibility, when considering the establishment of new programs or services, to take into consideration the needs of society and the future demand for the graduates of such programs.

There are, without doubt, many problems connected with manpower planning, and the Regents are fully cognizant of them. The 1968 experience of identifying nursing, dentistry, medicine, engineering, social work, and teaching as priority concerns is indicative

of the difficulties encountered. There is now an apparent surplus of teachers and engineers. The nature and structure of social welfare practice and education are being redefined, creating new levels and types of practitioners. A similar development seems to be evolving in the health professions, where new health care delivery systems are calling for different levels of professional training.

The Regents are also cognizant of their responsibility regarding the orderly expansion and development of higher education in New York State. They are not proposing a " manpower-oriented educational system," but they are stating that manpower is an important factor in determining the future direction of higher education. Proposals to establish new programs, at whatever level, will be assessed both in terms of the demands of society and in terms of the capacity of existing programs to meet such demands. Likewise, the Regents will propose new programs when it appears that existing programs are inadequate to meet the needs of the State. The Regents concept of the role of manpower in planning for higher education is limited to the use of manpower data as criteria in the assessment of educational development; it does not include, and in a democratic society can never mean, the arbitrary assignment of individuals to specific vocations, whatever society's needs may be.

In terms of practical application, the State Education Department looks to the State and Federal Departments of Labor, the Manpower Resources Commission, the Health Planning Commission, and others to provide current information with which decisions can be made regarding educational development.

The Regents urge all institutions to consider career possibilities for their students as they develop new programs or retain outmoded programs. In addition, they suggest that counseling, advising, and placement offices be carefully planned and adequately supported to guide students to the best advantage of the individual and of society.

11. SPECIAL COMMUNITY SERVICES FOR HIGHER EDUCATION INSTITUTIONS

The issue of the extent and nature of the role of colleges and universities in relation to the general community is being raised in many quarters. At the extreme, demands are made that they become activist institutions, foregoing their traditional role of teaching, research, and extension or public service. Without committing

themselves to a direct " social action " role, colleges and universities should consider a number of questions relating to their proper role in their communities, i.e., local, state, national, and worldwide. These questions relate both to choices regarding the direct commitment of resources and to organizational changes, as well as to the structure of incentives influencing faculty activity. The questions raised about the nature of public service activities must be considered after a decision has been made on the relative roles of teaching and research.

To what degree should colleges and universities allow priorities for research to be guided by the needs of the communities of which they are a part? It is recognized that this question involves the role of research in higher education as well as the role of institutions of higher education in providing community services. However, these subjects are to some degree inseparable.

To what extent should colleges and universities make conscious efforts to organize themselves to provide the optimum flow of expert advice and assistance from their faculties to those in the relevant communities? Recent studies have shown the considerable extent to which all levels of government rely on scientists, engineers, social scientists, and other experts from the campuses. However, they also have pointed out existing, unfilled needs for such advice and assistance by institutions and groups other than governments.

To what extent should colleges and universities make themselves forums for community debate and discussion of public issues? The academic community has long held to a nonpartisan position, maintaining that all parties should be heard, but that the institutions themselves should support none. Academic freedom, as it has been known, cannot exist if this basic principle is violated. Here is the great danger, and the great challenge of community involvement.

To what extent should colleges and universities involve themselves in community problems through such devices as work-study programs and faculty and student internships? This may be particularly pertinent to the municipal university and the school system that provides the majority of the university's students.

The Regents expect that all institutions will plan consciously and deliberately the nature and extent of their commitment to their communities. Institutions of higher education are not ivory towers; neither are they vehicles for instant cure of social problems. Each college and university is properly located somewhere between the two extremes; this placement should be a conscious one.

Part III THE STATEWIDE PLANNING PROCESS

The planning process in New York is, in essence, the method that has evolved to carry out the legislation (Chapter 388 of the Laws of New York, 1961) that vested in the Regents the responsibility for the preparation of a quadrennial Statewide Plan for the Expansion and Development of Higher Education.

In New York, the Regents are responsible for planning. The State University and the City University are required to prepare master plans for their constituent units and to submit these plans to the Regents. The Regents must set the framework within which the public universities prepare their master plans, and after review and analysis, incorporate their plans into the Regents Statewide Plan. In addition, the Regents take into consideration any plans that may have been developed by private institutions and, together with the master plans of the public universities, incorporate them into the Regents Plan. Thus, the Regents Plan is comprehensive in that it embodies the plans of both the public and private sectors, and, in addition, states the Regents priorities and goals for all of higher education. It is directed toward the realization of the total system of higher education that best meets the interests and needs of the entire State.

Planning is also a continuous activity. It consists of three parts: (1) *The establishment of goals;* (2) *The execution of research* (this part requires the clear delineation of problems, the establishment of hypotheses or assumptions, the collection of data, the testing of hypothesis, and the verification of data and generalizations from them); and, (3) *The making of decisions* based upon value judgments.

Responsibility of the Regents

In preparing their Statewide Plan for the Expansion and Development of Higher Education, the Regents must —

1. Attempt to foresee arising needs that are of statewide or regional concern;
2. Call to the attention of all institutions of higher education in the State the existence of such needs and invite appropriate responses by means of the Master Plans of the State University and the City University and by appropriate means chosen by the private institutions;

3. Assess the responses contained in the Master Plans of the State and City Universities and the responses of the private institutions;
4. Suggest to the appropriate institutions such new initiatives as may be necessary to overcome any shortcomings noted in the respective Master Plans;
5. Determine the extent and character of the overall need for higher education, statewide and regionally, during the master-planning period. Such determination specifically includes the central preparation of projections of enrollment demand;
6. Prepare periodic estimates of high-level manpower needs as guidelines for the expansion and development of graduate and technical programs;
7. Assess the plans of the City University, the State University, and the private institutions with respect to their adequacy in meeting the indicated demands, as expressed in terms of curricula, facilities, and admission policies;
8. Propose ways of overcoming such shortcomings in meeting needs as may be discovered in the foregoing process;
9. Ascertain the approximate cost of sustaining the needed level of effort, expressed in terms of the annual operating expenses and income for each of the 4th and 8th years of each master-planning cycle and cumulative 8-year estimates of capital outlays for the City University and the State University, respectively, and for the private institutions collectively, and thereupon issue a comprehensive statewide estimate of financial requirements on the basis of such information;
10. Help to resolve any conflicts of policy arising with respect to jurisdiction, program expansion, and State funding among and between the State University, the City University, and the private institutions of higher education;
11. Encourage the private institutions, and assist them as needed, in the development of coordinated planning of their expansion and development so the needs of the private sector may be taken fully into account in the development of the Statewide Plan; and
12. Call to the attention of the Governor, the Legislature, and other appropriate officials and official bodies, by means of the Statewide Plan, any issues, with respect to the expansion and development of higher education, that may require their review and action.

Responsibility of the State University and the City University

The State Education Law outlines the responsibilities of the State University and the City University with regard to the planning process.

The Trustees of the State University and the Board of Higher Education in the City of New York are charged to formulate and transmit to the Regents long-range plans for the Universities' organization, development, coordination, and expansion. These plans are to include —

a. Plans for new curricula;
b. Plans for new facilities;
c. Plans for changes in policy with respect to student admissions;
d. Potential student enrollments; and
e. Comments upon the Universities' relationships to other colleges and universities, public and private, within the State.

The Regents understand these charges to be the responsibility of public universities in the State to include in their Master Plans sufficient detail and supporting data to permit the Regents to make an informed appraisal of the adequacy of their Plans. In order for the Regents to discharge their responsibility in the planning process, these data must include not only program plans and estimates of the numbers of students to be served by the programs and facilities of the universities, but also estimates of the cost of providing these proposed services.

Responsibility of the Private Colleges and Universities

The Education Law charges the Regents, as part of the planning process, to evaluate all available information with respect to the private institutions' plans. The Regents are acutely aware of the need to include the private sector of higher education in the statewide planning process. However, since the State's private institutions are independent entities, the Regents and the institutions have chosen to rely upon the Commission on Independent Colleges and Universities to develop and submit a consolidated planning document, incorporating the plans of each institution.

BIBLIOGRAPHY

Planning

Academy for Educational Development, *National Planning for Education.* Washington, D.C.: U.S. Government Printing Office, 1970.

Academy for Educational Development, *State Planning for Higher Education.* Washington, D.C.: Academy for Educational Development, 1969.

Campus Enrollment Growth: Guidelines for the Development of Campus Enrollment Goals For 1969–70 To 1980–81, and For 1985–86. Albany: State University of New York, 1969.

Campus and Facilities Planning in Higher Education: The Process and the Personnel, An Annotated Bibliography. Albany: State Education Department, 1968.

College and University Enrollment, Fall 1969. Preliminary Survey. Albany: State Education Department, 1969.

College and University Enrollment, New York State, Fall, 1970. Albany: State Education Department, 1971.

College and University Staff, 1967/68. Albany: State Education Department, 1969.

Commission on Independent Colleges and Universities, *1970 Progress Report to the Board of Regents of the State of New York.* New York: Commission On Independent Colleges and Universities, 1970.

Degree and Other Formal Programs Currently Offered. Albany: State University of New York, 1969.

Degrees Awarded 1969/70. New York: City University of New York, 1970.

Demographic Projections for 0–24 Age Group, By One-Year Age Intervals to 1995 A.D. Albany: New York State Office of Planning Coordination, 1969.

Demographic Projections for New York State Counties to 2020 A.D. Albany: New York State Office of Planning Coordination, 1968.

Enrollment Projections 1968–80, New York State Higher Education. Albany: State Education Department, 1969.

Enrollment Projections, Supplement, 1969. Albany: State Education Department, 1970.

Enrollment Report. New York: City University of New York, 1970.
Spring Semester
Summer Session
Fall Semester

Eurich, Alvin Christian, ed., *Campus 1980: The Shape of the Future in American Higher Education.* New York: Delacorte Press, 1968.

Farmer, James, *Why Planning, Programing, Budgeting Systems for Higher Education?* Boulder, Colorado: Western Interstate Commission for Higher Education, 1970.

Federal Legislation and Education in New York State. Albany: State Education Department, 1970.

Five Year Report: Title I Higher Education Facilities Act in New York State. Albany: State Education Department, 1970.

Froomkin, Joseph, *Aspirations, Enrollments, and Resources: The Challenge To Higher Education In the Seventies.* Washington, D.C.: U.S. Government Printing Office, 1970.

Harclerood, Fred F., ed., *Issues of the Seventies: The Future of Higher Education.* San Francisco: Jossey-Bass, Inc., 1970.

Headcount Enrollment and Full Time Equivalent Workload Statistics of Credit Course Students 1969–1970. Albany: State University of New York, 1970.

Higher Education Planning Statistics 1969. Albany: State Education Department, 1970.
Volume IA. " Degree Credit Enrollment: Undergraduate, First Professional, Graduate and First-Time Freshman Data."
Volume IB. " Advanced Degree Enrollment by Program."
Volume II. " Degrees Awarded."
Volume III. " Faculty Rank, Highest Degree Earned, and Mean Salary Data."
Volume IV. " Library Collections, Staff and Expenditures."
Volume V. " Operational Finances."
Volume VI. " Physical Facilities."
Volume VII. " Summary."

Highlights of New York State Higher Education Facilities Comprehensive Planning Program. Albany: State Education Department, 1970.

Huff, Robert A., *Focus on MIS*. Boulder, Colorado: Western Interstate Commission for Higher Education, 1969.

Jencks, Christopher & Riesman, David, *The Academic Revolution*. Garden City: Doubleday, 1968.

Kerr, Clark, *The Urban-Grant University: A Model for the Future*. New York: City College, 1968.

Lawrence, B., Weathersby, G. & Patterson, V. W., eds., *The Outputs of Higher Education: Their Identification, Measurement, and Evaluation*. Boulder: Western Interstate Commission for Higher Education, 1970.

Major Recommendations of the Regents for Legislative Action 1971. Albany: State Education Department, 1970.

Master Plan of the Board of Higher Education for the City University of New York 1968. New York: Board of Higher Education in the City of New York, 1968.

Master Plan of the Board of Higher Education for the City University of New York 1968. First Revision, 1969. New York: Board of Higher Education in the City of New York, 1969.

Master Plan of the Board of Higher Education for the City University of New York 1968, First Revision 1969, Part II: Amendment To Implement Open Admissions. New York. Board of Higher Education in the City of New York, 1969.

Master Plan of the Board of Higher Education for the City University of New York 1968, Second Revision, 1970. New York: Board of Higher Education in the City of New York, 1970.

Master Plan of 1968. Albany: State University of New York, 1968.

Master Plan of 1968, 1969 Progress Report and Interim Revision. Albany: State University of New York, 1969.

Master Plan of 1968, 1970 Progress Report and Interim Revision. Albany: State University of New York, 1970.

Minter, John & Lawrence, Ben, eds., *Management Information Systems: Their Development and Use in the Administration of Higher Education*. Boulder, Colorado: Western Interstate Commission for Higher Education, 1969.

Official Short Range Enrollment Goals 1970–71. Albany: State University of New York, 1969.

The Regents Statewide Plan for the Expansion and Development of Higher Education 1968. Albany: State Education Department, 1968.

The 1969 Progress Report of the Board of Regents on the Regents Statewide Plan for the Expansion and Development of Higher Education 1968. Albany: State Education Department, 1970.

The 1970 Progress Report of the Board of Regents on the Regents Statewide Plan for the Expansion and Development of Higher Education 1968. Albany: State Education Department, 1970.

Priorities in Higher Education: The Report of the President's Task Force on Higher Education. Washington, D.C.: U.S. Government Printing Office, 1970.

Rensselaer Research Corporation, *New York State College Enrollment Simulation Model.* Albany: State Education Department, 1969.

Revision of Chapter 2 of the 1968 Master Plan of the City University: Student Enrollment Policies and Trends. New York: Board of Higher Education in the City of New York, 1970.

Select Committee on the Future of Private and Independent Higher Education in New York State, *New York State and Private Higher Education.* Albany: State Education Department, 1968.

Space Inventory Report 1, New York State Higher Education Facilities Comprehensive Planning Survey. Albany: State Education Department, 1969.

Space Inventory Report 1, New York State Higher Education Facilities Comprehensive Planning Survey, Amended. Albany: State Education Department, 1969.

Space Inventory Report 2, New York State Higher Education Facilities Comprehensive Planning Survey. Albany: State Education Department, 1969.

Usdan, M.D., Minor, D.W. & Hurwitz, E., Jr., *Education and State Politics; the Developing Relationship Between Elementary-Secondary and Higher Education.* New York: Teachers College Press, Columbia University, 1969.

Higher Education as a Lifelong Opportunity

College Proficiency Examination Program. Albany: State Education Department, 1969.

Continuing Education: A Statement of Policy and Recommendations By The Regents of The University of the State of New York. Albany: State Education Department, 1969.

Knowles, Malcolm S., *Higher Adult Education In the United States; The Current Picture, Trends and Issues.* Washington, D.C.: American Council on Education, 1969.

Financial Aid to Students

College Entrance Examination Board, *Manual For Financial Aid Officers.* Princeton: College Entrance Examination Board, 1970.

Freedom to Pursue a College Education: Recommendations of the Bureau for Modifying and Extending New York's Student Financial Aid Program. Albany: State Education Department, 1967.

New York State Economic Outlook for the Seventies. Albany: Office of Planning Coordination, 1969.

Pearson, Richard & others, *The Opening Door: A Review of New York State's Programs of Financial Aid for College Students.* Princeton: College Entrance Examination Board, 1967.

The Voucher System and Higher Education in New York State. Albany: State Education Department, 1970.

Wolk, Ronald A., *Alternative Methods of Federal Funding For Higher Education.* Berkeley: Carnegie Commission on the Future of Higher Education, 1968.

Vertical and Lateral Mobility in the Educational Curriculum

Carnegie Commission on the Future of Higher Education, *Less Time, More Options, Education Beyond the High School.* New York: McGraw-Hill, 1970.

Distribution of High School Graduates and College-Going Rate, New York State, Fall 1969. Albany: State Education Department, 1971.

Open Admissions

Carnegie Commission on the Future of Higher Education, *A Chance to Learn: An Action Agenda for Equal Opportunity in Higher Education.* New York: McGraw-Hall, 1970.

Carnegie Commission on the Future of Higher Education, *The Open-Door Colleges; Policies for Community Colleges.* New York: McGraw-Hill, 1970.

Healy, Timothy S., " Will Everyman Destroy the University?," *Saturday Review,* December 20, 1969.

Higher Education Opportunity Program, Report 7, the Legislature. Albany: State Education Department, 1970.

Hood, Wenford L., *Higher Education for the Disadvantaged in New York State: A Summary Report of Programs.* Plattsburgh: State University College at Plattsburgh, 1969.

Human Affairs Research Center, *Progress Report on the Evaluation of the Higher Education Opportunity Programs in New York.* Albany: State Education Department, 1970.

Master Plan of the Board of Higher Education for the City University of New York 1968, First Revision 1969, Part II: Amendment to Implement Open Admissions. New York: Board of Higher Education in the City of New York, 1969.

Open Admissions to Post-Secondary Education: A Statement by the Regents of The University of the State of New York. Albany: State Education Department, 1969.

Toward Full Opportunity in State University. Albany: State University of New York, 1969.

University Commission on Admissions, Report and Recommendations to the Board of Higher Education of the City of New York. City University of New York, October, 1969.

Economics and the Financing of Higher Education

Bowen, Howard R., *The Finance of Higher Education.* Berkeley: Carnegie Commission on Higher Education, 1968.

Carnegie Commission on the Future of Higher Education, *Quality and Equality: New Levels of Federal Responsibility for Higher Education.* New York: McGraw-Hill, 1968.

City University Construction Fund, Annual Report. New York: City University Construction Fund, 1970.

College and University Business Administration. Washington: American Council on Education, 1968.

College and University Income and Expenditures, 1968–69. Albany: State Education Department, 1970.

Dormitory Authority of the State of New York, Annual Report. Elsmere: Dormitory Authority of the State of New York, 1970.

The Economics and Financing of Higher Education in the United States. Washington, D.C.: U.S. Government Printing Office, 1969.

The Financial Problems of Private Colleges and Universities of New York State, An Interim Report. Albany, State Education Department, April 1971.

Hansen, W. Lee & Weisbrod, Burton A., *Benefits, Costs and Finance of Public Higher Education.* Chicago: Markham Publishing Company, 1969.

An Overview of New York State Aid to Education. Albany: State Education Department, 1969.

Rivlin, Alice M., *Toward A Long-Range Plan for Federal Financial Support for Higher Education.* Washington, D.C.: U.S. Department of Health, Education and Welfare, Office of the Assistant Secretary for Planning and Evaluation, 1969.

State University Construction Fund, Annual Report. Albany: State University Construction Fund, 1970.

Governance of Higher Education

The Academy in Turmoil, First Report. Albany: New York State Commission to Study the Causes of Campus Unrest, 1970.

Caffrey, John, ed., *The Future Academic Community Continuity and Change.* Washington, D.C.: American Council on Education, 1969.

Gould, Samuel B., *Today's Academic Condition.* Hamilton: Colgate University Press, 1970.

Kruytbosch, Carlos E. & Messinger, Sheldon L., eds., *The State of the University: Authority and Change.* Beverly Hills: Sage Publications, 1970.

Development of Complementary Institutional Relationships

Burnett, Howard J., *Interinstitutional Cooperation in Higher Education.* Corning: College Center of the Finger Lakes, 1970.

The College Center of the Finger Lakes, *Interinstitutional Cooperative Arrangements in Higher Education in New York State.* Albany: State Education Department, 1970.

Howard, Lawrence C., ed., *Interinstitutional Cooperation in Higher Education.* Milwaukee: Institute of Human Relations, University of Wisconsin, 1967.

Moore, Raymond S., *Consortiums in American Higher Education: 1965–1966.* Washington, D.C.: U.S. Government Printing Office, 1968.

Nelson Associates, Incorporated, *Brooklyn — A Center of Learning.* New York: Nelson Associates, Inc., 1963.

Delivery Systems for the Teaching-Learning Process

a. **The External Degree**

American Council on Education, *External Degrees: An Interim Report.* Washington: American Council on Education, February 1971.

" Higher Learning Moves Off the Campus," *Business Week,* No. 2159, pages 78, 79, January 16, 1971.

Lierheimer, A. P. & Nolan, D. J., *External Degrees: Expanding Educational Opportunities for the Independent Learner* (bulletin). Albany: State Education Department, March 1971.

Lierheimer, A. P. & Nolan, D. J., *The New York State Regents Baccalaureate Degree* (bulletin). Albany: State Education Department, August 1970.

b. **The Role of the Library**

A Directory of College and University Libraries in New York State. Albany, New York: State Education Department, 1969.

A Directory of Reference and Research Library Resources Systems in New York State. Albany, New York: State Education Department, 1970.

Academic Library Statistics 1967–1969. Albany: State University of New York, 1970.

American Council on Learned Societies. *On Research Libraries, Statement and Accommendations of the Committee on Research Libraries of the American Council on Learned Societies.* Cambridge, Massachusetts: Massachusetts Institute of Technology, 1969.

Association of College and Research Libraries. " ALA Standards for College Libraries," *College and Research Libraries,* Vol. 20, July 1959, pp. 274–80.

Bixler, Paul, *Maryland Council for Higher Education Library Study, Proposed Library Standards and Growth Patterns for Maryland*

Public Higher Education Institutions. Baltimore, Maryland: Maryland Council for Higher Education, 1970.

Booz, Allen & Hamilton, Inc., *Problems in University Library Management, A Study Conducted by Booz, Allen & Hamilton, Inc., for the Association of Research Libraries and the American Council on Education.* Washington, D.C.: Association of Research Libraries, 1970.

Clapp, Vernon W. & Jordon, Robert T., " Quantitative Criteria for Adequacy of Academic Library Collections," *College and Research Libraries,* Vol. 26: No. 5, September 1965, pp. 371–380.

Dupuy, Trevor N., *Ferment in College Libraries: The Impact of Information Technology, A Report to the Trustees of the College of the Potomac.* Washington, D.C.: Communications Service Corporation, 1968.

Dupuy, Trevor N., *Modern Libraries for Modern Colleges: Strategies for Research, Design and Development.* Washington, D.C.: Communications Service Corporation, 1968.

Educational Facilities Laboratory. *The Impact of Technology on the Library Building.* New York: Educational Facilities Laboratory, 1967.

Haas, Warren J., " Future Developments in Library Facilities in Independent Liberal Arts Colleges," in Sidney S. Letter's *New Projects for the Small Liberal Arts College.* New York: Teachers College Press, Columbia University, 1968.

Libraries and Library Education at Wisconsin's Public Universities. Madison, Wisconsin: State of Wisconsin Coordinating Council for Higher Education, September 1969.

" Libraries," in *Five College Cooperation, Directions for the Future, Report of the Five College Long Range Planning Committee, 1969.* Amherst, Massachusetts: The University of Massachusetts Press, 1969.

Library Statistics of Colleges and Universities, Fall 1969, Data for Individual Institutions. Washington, D.C.: U.S. Government Printing Office, 1970.

Metcalf, Keyes D., *Planning Academic and Research Library Buildings.* New York: McGraw-Hill Book Company, 1965.

Profiles of the NYSILL Subject Referral Libraries in New York State, Reprinted From the Bookmark 1969–70. Albany, New York: State Education Department, 1970.

Profiles of the Reference and Research Library Resources Systems in New York State, Reprinted from the Bookmark 1969–70. Albany, New York: State Education Department, 1970.

Report of the Library Committee, A Report to the Board of Higher Education for Its Use in Developing "Master Plan — Phase III" for Higher Education in Illinois. Urbana, Illinois: 1969.

"Trends in College Librarianship," *Library Trends,* Vol. 18: No. 1, July 1969. (Entire issue devoted to college librarianship) H. Vail Deale, Issue Editor.

Manpower Shortages and Surpluses

Burkhart, Robert C., ed., *The Assessment Revolution: New Viewpoints for Teacher Evaluation.* Albany: State Education Department, 1970.

Carnegie Commission on the Future of Higher Education, *Higher Education and the Nation's Health; Policies For Medical and Dental Education.* New York: McGraw-Hill, 1970.

College and University Degrees Conferred, 1968–69. Albany: State Education Department, 1970.

Degrees and Other Formal Awards Granted During 1967–68. Albany: State University of New York, 1969.

Educating Teachers of the Disadvantaged. Albany: State Education Department, 1970.

Folger, J. K., Astin, H. S. & Boyer, H. E., *Human Resources and Higher Education; Staff Report of the Commission on Human Resources and Advanced Education.* New York: Russell Sage Foundation, 1970.

International Institute for Educational Planning, *Manpower Aspects of Educational Planning: Problems for the Future.* Paris: U.N.E.S.C.O., 1968.

Laurin Hyde Associates, *Planning Professional Social Work Education in New York State.* Albany: State Education Department, 1968.

Manpower Directions — New York State 1965–1975. Albany: State Department of Labor, 1968.

Mayhew, Lewis B., *Graduate and Professional Education, 1980: A Survey of Institutional Plans.* New York: McGraw-Hill, 1970.

New York State Professional Social Work Manpower: Some Related Characteristics. Albany: State Education Department, 1970.

Reeling, Glenn E., *Doctoral Education In New York State: Current Status and Projected Needs.* Albany: State Education Department, 1970.

Rosenthal, Neal H., *College Trained Manpower in New York State 1965–1975.* Washington, D.C.: Academy for Educational Development, 1968.

Spurr, Stephen H., *Academic Degree Structures: Innovative Approaches; Principles of Reform in Degree Structures in the United States.* New York: McGraw-Hill, 1970.

Teacher Education Programs and Certification Policies. Albany: State Education Department, 1970.

Technical Manpower in New York State. Albany: State Department of Labor, 1964.

Terman, Frederick E. & Reeling, Glenn E., *Engineering Education in New York.* Albany: State Education Department, 1969.